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ABSTRACT

To enable junior high school students to relate the processes of reading, writing, and thinking through deliberate instruction and extensive classroom practice, a skills extension project was devised to develop original materials linked to the content areas of English and social studies. Another phase of the project provided for inservice training sessions for the teachers of those students involved in the project. Among the lesson materials used in the project were the district essay model which provided students with a set of preestablished criteria on which their writing would be evaluated, the cloze/maze model where students were required to fill in missing words in a selected textbook passage, and the paragraph building model where students were asked to write paragraphs about specific topics. (Appendixes include a copy of the district essay project and examples of cloze/maze reading passages.) (MAI)

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READING AND WRITING IN JUNIOR HIGH SCHOOL UNIFIED STUDIES (ENGLISH-SOCIAL STUDIES)

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READING AND WRITING IN JUNIOR HIGH SCHOOL
UNIFIED STUDIES (ENGLISH-SOCIAL STUDIES)

The issue is not whether reading and writing are critically important basic skills needed by students in our society. The real issues are how to insure that students transcend mere word calling so that reading becomes comprehension and "thought getting" (Smith, 1963, p. 264); and how to insure that students move beyond mere word listing so that writing becomes the clear, coherent expression of ideas, arguments, evidence, and relationships (Neill, 1976, pp. 6-12). When reading and writing are thus defined as comprehension and coherence, they become expressions of the most basic of all skills, thinking--"either the products of thinking or thinking in action" (Beyer, 1977, p. 12). Since evidence suggests that learning to "read Dick and Jane or to write in special 'content free' courses" does not automatically transfer to content areas which are more specifically related to adult literacy, deliberate instruction and purposeful practice of reading and writing in content areas is a must (Beyer, 1977, p. 18; McCracken, Ed., 1978). Thus the link between reading, writing, and thought, and the need for instruction and practice of these basic skills in expository, content-related materials to gain comprehension and coherence are principles which form the basis of a Title IV-C Project, Skills Extension in the Content Areas (S.E.C.A.), in the Parkway School District, St. Louis County, Missouri.

Setting of the S.E.C.A. Project

The Parkway School District, a large suburban district, has twenty-two elementary schools, six junior high schools, and four senior high schools.

Skills Extension in the Content Areas (S.E.C.A.) is a federal project aimed at the district's junior high school students--especially those in unified studies, which is the instructional program for language arts and social studies at grades seven and eight. The unified studies program is an extraordinarily rich setting for deliberate instruction and practice of the basic skills of reading and writing in the content areas of history and literature (S.E.C.A.).

The unified studies program is planned and implemented by teams of teachers in both grades seven and eight. Instruction takes place in a two-hour block of time in which reading/writing skills are employed in learning the content of history and literature. An alternating third hour is devoted to the additional application of skills. The S.E.C.A. program is staffed by three teachers, each of whom serves two junior high schools on an alternating day basis and carries out skills instruction within the unified studies program.

Need for the Project

Application for the S.E.C.A. grant was made in 1976 after the two district instructional coordinators of unified studies met with staff and recognized staff concern over textual reading and expository writing, which many students find difficult--even some of those students whose academic ability is judged to be average or above. Although several unified studies teachers have special training in reading, most are certified in English, social studies, or both of these academic areas. Perhaps because of the nature of their training as content teachers, some mentioned a lack of confidence in their ability to provide specialized instruction in expository reading and writing. This lack of facility is substantiated to some extent, in that

throughout the nation the formal instruction of students in reading and writing often stops at grade four--with teachers at higher levels assuming that the students have acquired the skills needed (Beyer, 1977, p. 16) and few states require training of secondary teachers in how to teach reading and writing (Estes and Piercey, 1973, p. 21). A further problem is the tendency to think of reading and writing as separate from content rather than as a myriad of skills that are applied in terms of content--content which is most familiar to the teacher of that content. According to Karlin, "ideally, each teacher of content subjects should provide intensive instruction in overcoming difficulties in comprehending and interpreting information found in his textbooks and supplementary reading" (1972, p. 293), as well as in note taking and outlining (Courtney, 1979, pp. 95-96). Yet, if content teachers accept the charge to teach reading and writing in their content area, much time must be devoted to the preparation of original materials, since most commercial supplemental materials are designed to practice separate skills and do not usually correlate with topics of study within the content area.

After considering the importance of the needs identified, the S.E.C.A. grant application for $183,000 to be used to develop original materials, instruct children in reading/writing in the content areas associated with unified studies, and provide inservice training for teachers over a three year period was submitted and approved for its first year of implementation in 1977-78.

Theory of the Project

In view of the needs of students and teachers, the S.E.C.A. project is based on the following concepts:

1. Holism - that reading as comprehension and writing as coherent composition are linked to thought processes and that practice in reading/writing and thinking will be mutually enhancing for the further development of all three of these crucial skills. An explanation of the District Essay Project on page 7 of this paper and sample S.E.C.A. essay materials presented in Appendix A will illustrate this proposition.
2. Focus - that active, focused reading and writing associated with short passages of expository material will enable students to be more successful with grade-level or near grade-level materials. Most of the work in the S.E.C.A. program is directed at exposition because students seem to experience much more difficulty with exposition than with narrative reading and creative writing. The frustration associated with having to read involved sections of the textbook or write lengthy papers can be lessened for students when they are given time to focus on much shorter passages. A different problem is the tendency for publishers to reduce the reading level of textual materials by curtailing the length of sentences and numbers of syllables in textual materials. This tendency to pull back from grade-level exposition and to make materials easier when students experience difficulty may strongly contribute to students' increased inability to work with materials written at grade level as they progress through the grades. As students read

simplified texts--without connecting words, introductory phrases, and complex sentence structure--there are no models for them to follow as they experience the need to write more complex thoughts. The simplification of textual material can, in some ways, make the textbook more difficult to comprehend, since the child's mind must supply many of the connecting links that have been removed from the sentences to reduce the readability level.

In contrast to simplification there is a need for systematic exploration of how paragraphs are put together and, in turn, for discovery of what kind of connective material is built into paragraphs to link them to one another. The kinds of inner connections which structure discourse should be taught as a regular part of the reading program (Shiller, 1973, p. 54).

A sample of S.E.C.A. CLOZE and MAZE lessons discussed on page 9 and printed in Appendix B will illustrate the project's focus on brief passages which are close to, on, and above grade level.

3. Deliberate instruction and extensive practice

Across the nation deliberate instruction and practice in reading and writing most generally occur in the primary grades, and that instruction is most often based on the skills associated with narrative reading and creative writing. Skills needed for narrative reading and creative writing do not totally prepare children for exposition, nor do they transfer automatically to content areas. Thus, the S.E.C.A. program fosters deliberate instruction and extensive practice in expository reading and writing at the junior

high school level. Support exists for the validity of practice to mature the skills abilities at the junior high level (Epstein and Toepfer, 1978, p. 658).

S.E.C.A. materials are often developed at three levels of difficulty to provide progressive practice for a class on certain skills or to provide differential practice for various students having different needs. A sample of the S.E.C.A. lesson sequence on Rhodesia discussed on page 11 and presented in Appendix C will serve to illustrate progressive practice on skills through a lesson series.

S.E.C.A. Project Objectives

Three S.E.C.A. teachers are employed to meet the major objectives of the project presented below.

One objective is to develop original materials linked to the content areas associated with unified studies. The S.E.C.A. lessons take the form of several models (e.g., CLOZE/MAZE, paragraph building, argument, essay, sentence combining, sequencing, paraphrasing, etc.). Often the lessons are written at three levels of difficulty--slightly below grade level, grade level, and above grade level, and most model lessons involve expository writing as well as reading. Although some commercial material is used, the emphasis is on original materials directly linked to the content topics of unified studies.

A second objective is to instruct a target group of students. Each S.E.C.A. teacher instructs approximately sixty students at each of the two junior high schools to which she is assigned on an alternating day basis.

The target group consists of students who are average or above average in intelligence but who are below expectation in reading (as measured by the Gates MacGinitie Reading Test) and/or writing (as measured by level three of the district rubric for scoring essays). See discussion of the essay project which follows below, and samples of tne scoring rubric in Appendix A.

It is of major concern that students of average or better ability may, in some cases, be successful enough not to call attention to the fact that with some special instruction and practice they can perform at a much improved level.

A third objective is to conduct inservice training sessions for teachers. The S.E.C.A. teachers are responsible for planning and conducting inservice workshops in each of their two junior high schools throughout the year and district workshops in the summer. The purpose of the inservice aspect of the project is to help teachers create their own original materials, based on S.E.C.A. models, for use with students in regular unified studies classes. In this way, the target group of students for the S.E.C.A. project extends to include all seventh and eighth grade students.

S.E.C.A. Model Lessons

The inclusion and discussion of a few of the S.E.C.A. lesson materials--the essay model, the CLOZE/MAZE models, and the paragraph building model--provide the best insight into the meaning of Skills Extension in the Content Areas.

The Essay Model

One of the basic problems faced by students is how to write an accurate, well-composed essay answer. The other side of that problem is faced by teachers

as they attempt to determine exactly which answers are accurate and well-composed. The essay project speaks to these problems by providing for students a set of pre-established criteria on which their answer will be evaluated. The teachers at each grade level in Parkway (grades 3-12) are also provided with an essay question for fall and spring--both of which are written on grade level--and a scoring rubric appropriate to each grade for the essay questions. Level three in each grading rubric is the level of competence (established by district teachers at that grade level) which a child should reach by the end of the year. The level three rubric becomes progressively more difficult from one grade to the next and is an effort, not only to help remove some of the subjectivity from grading essays, but also to describe and communicate appropriate writing expectations for each grade level (grades 3-12).

The essay questions, guidelines for students, and scoring rubrics for seventh grade are provided in Appendix A. Examination of these materials will reveal that the expectations for an acceptable (level three) paper are shared with the students prior to writing the essay. The readings used to generate the essay answer are, in the case of both the fall and spring district essay, expository readings related to topics the student will study in unified studies. Since the readings are at grade level, the essay answer written by the student proves to be a rich source of information about how well the student can read grade level expository material as well as how proficiently the student can compose and present a written essay answer.

After the students write the essay in the fall, teachers score the paper using the grading rubric, without reference to the student's name. Teachers often exchange their students' papers with another teacher to enhance objectivity

and promote more complete reliance on the standards set forth in the rubric. Thus, early in the year teachers have much information about each student's ability with expository reading and writing. Throughout the year, additional expository essays are written and graded in this same manner to give the student practice in reading as comprehension, writing as coherence, and both reading and writing as the outgrowth of thought. By the time the spring district essay question is given, it is expected that teachers and students will be able to note progress in student writing in terms of the scoring rubric.

The CLOZE/MAZE Models

The CLOZE/MAZE lessons are materials generally associated by reading teachers with diagnosis of reading problems, but within the S.E.C.A. project these materials have been developed to be used as instructional devices. Samples of CLOZE/MAZE lessons are provided in Appendix B. The CLOZE/MAZE may be constructed as follows:

CLOZE

1. Select a passage from the text (or write a passage summarizing part of the text). The passage may be 250, 350, or 500 words long.
2. Write the first complete sentence intact (omit no words).
3. Beginning with the second sentence and throughout the body of the paragraph, omit words according to one of the following patterns.
   a. In a 250 word passage, omit every 5th word.
   b. In a 350 word passage, omit every 7th word.
   c. In a 500 word passage, omit every 10th word.

4. Normally, make the blank for each omitted word the same size so as not to give a clue as to the length of the word. (For younger or less able students, you may make the length of the blank relate to the length of the missing word and/or supply the first letter of the missing word.
5. There should be approximately 50 blanks.
6. Number each blank for discussion purposes.
7. Write the last complete sentence intact (omit no words).

MAZE

To construct a MAZE, follow the same procedures as for CLOZE except provide three words as choices for each blank, as follows:

1. One choice must be the correct word.
2. Another choice must be the same part of speech as the correct word.
3. The third choice must be a different part of speech from the correct answer.

Examination of the CLOZE/MAZE lessons reveals that they too are aimed at helping students work more successfully with exposition written at grade level or above. What at first appears to be an exercise in filling in blanks, is actually an extremely powerful experience which provides a student the opportunity to depend heavily upon his/her own native language ability. Following the formula for constructing a CLOZE or MAZE lesson results in creating some blanks which require the student to write nouns, others which require adjectives, adverbs, conjunctions, prepositions, etc. Students sometimes have difficulty with a few words that are linked directly to knowledge of content, although they are encouraged to infer these words from context as much as possible.

Teachers simply help students if the content blank is beyond them. Most of the blanks, however, are words that students can supply because of their own language ability.

A major advantage of the CLOZE/MAZE lessons is that students focus on exposition in a more involved way, while the short length of the passage encourages a sustained focus. Other values of the CLOZE/MAZE lessons as instructional devices include the following:

1. Students focus attention on the function of words and word patterns to derive meaning from sentences and paragraphs.
2. Students develop more confidence in their own language competence (reinforcement of their own abilities as native speakers).
3. Students gain practice in the use of context as a clue to missing words.
4. Students build vocabulary by providing and hearing examples of acceptable synonyms.
5. Students increase their ability to comprehend more complex sentence structure.
6. Students have experiences in working with paragraphs that are properly organized and well-developed.
7. Students gain information from the paragraphs read and discussed.

The Paragraph Building Model (Rhodesian Lesson)

Writing a paragraph of exposition appears to be a difficult skill for junior high school students as they struggle with spelling, punctuation, penmanship, and syntax at the same time they are attempting to organize their

thoughts into a topic sentence, support and summation. Compounding the difficulty is the fact that the topic in expository writing is often removed from the student's experience and, in the rush to produce an answer, little time is devoted to developing the background in the topic which would lead to greater interest, care, and motivation for writing about it.

The Rhodesian sequence of lessons (lessons 1, 2, 3) provided in Appendix C serves as an example of the paragraph building model. These lessons also serve to illustrate that the definition of reading in the S.E.C.A. project extends to include maps, charts, graphs, and tables.

The first lesson in this series simply calls upon the students to read the map and answer some rather straightforward questions about what they see. Students are asked to decide which city is the capital and give a reason why.

Discussion of lesson one provides the background and a sustained focus on information provided by the map which leads to further work with the same map in lesson two, where the students are given a great amount of structure as they write a descriptive paragraph.

In lesson three, still involving the Rhodesian map, students are led to write a paragraph of explanation. Samples of student work from this lesson have revealed that in writing this paragraph students have exhibited a style in their exposition that is both surprising and superior in its sophistication.

It appears that slowing down the process of paragraph writing into simpler stages and giving students enough time to develop some familiarity

with unfamiliar content make it possible for students to write more easily and successfully. This process seems to enhance the quality of student writing greatly. Evidence also exists that deliberate attention to writing--as students study a topic--lends to improved mastery of the content as well as improved writing (Van Nostrand, 1978, pp. 23-27). The aim of this lesson series is to make an opportunity for deliberate instruction in several stages that is characterized by brief writing before the students attempt the task of writing a complex paragraph of exposition.

Implications of the S.E.C.A. Project

The S.E.C.A. project, now in its second year, has already had a far-reaching influence on students, teachers, and parents.

A first year evaluation of the project indicated that the 350 students instructed by the three S.E.C.A. teachers made two years' gain (pretest to posttest on the Gates MacGinitie Reading Test) in seven months of instruction. Students also made gains in their writing ability as measured by the district essay rubric. Although the .61 points gain pretest to posttest was less than expected, it may relate to the great difficulty of improving writing, to the fact that growth in composing is a slow, steady process, and to the possibility that the teachers have set forth very high standards in the grading rubric. After reviewing the rubric in a summer workshop, the staff wishes to retain the high standard and attempt to achieve greater improvement this year.

Teachers in the unified studies program have helped greatly in the development of S.E.C.A. model materials for use in the project and for use in their own classroom. A survey of each of the unified studies teams

indicated that they have continued a strong emphasis on reading with comprehension and writing with coherence and have offered instruction and practice in exposition related to the content areas of history and literature.

Parents of students in the S.E.C.A. program were surveyed, in the spring of 1978, to determine their response to this type of instruction for their students. The parents were overwhelmingly supportive and many reported that they have observed improvement in work and attitudes related to reading and writing at home and in other school subjects as well as unified studies. Many of the parents have visited the S.E.C.A. classes, examined the folder of their child's work, and conferred with the S.E.C.A. teachers about how best to continue these efforts at home.

Experiments with the principles and materials associated with the S.E.C.A. project have also occurred at other grade levels and in other curriculum areas. A mathematics-language effort has been attempted to have young children write their own "story-problems" so that the children can better sense the relationship of numbers, symbols, and mathematical processes when they are presented in sentences and paragraphs. Another application of the S.E.C.A. project has occurred in social studies, as teachers from grades 3-6 developed original lesson materials (many of them modifications of S.E.C.A. lesson models) for the purpose of aiding students in textual reading. Teachers from these grades also express concern about the difficulties that students experience with textual material and the need for extensive instruction in and practice with content-based reading and writing.

Summary

In its second year of implementation, the S.E.C.A. project continues to meet the instructional needs of students and the inservice needs of teachers. The vigor of the project is best identified by noting the continuous development and testing of new lesson models by S.E.C.A. teachers, other staff members, and district instructional coordinators, as well as by the continued excitement that accompanies evidence of student improvement as instruction proceeds. The importance of the project is best identified by the realization that extension of the skills of reading with comprehension and writing with coherence is promoting valuable competencies needed and employed by most adults in American society on almost a daily basis throughout their lives.

APPENDIX A

Grade 7 District Essay Project COMPOSITION CHECKLIST 1978-79

Parkway School District

To the Student

Your essay will be evaluated by the following checklist:

1. You should show your understanding of the question by discussing every part of it. Be sure that your essay answers the question.

2. The words you choose should be appropriate. Avoid slang. Omit needless words. Avoid repeating the same key words too many times.

3. Your sentences should be complete, clear, and correctly punctuated.

4. Your essay should be free of the following errors:

_____spelling

_____capitalization

_____punctuation

_____formation of plurals

_____word omissions

_____incorrect word choice (the wrong homonym for ex.)

_____fragments and run-on's

5. Your essay should be presented in correct form. You should center the title, skip a line, and indent the first sentence of each paragraph. If you have written more than one paragraph, you should discuss a separate topic in each paragraph.

6. Your essay should not contain material which is irrelevant or copied exactly from the excerpt. Remember that you are writing to give information. Do not allow yourself to be distracted into a different purpose such as telling a story.

7. Your essay should be written in your best handwriting. It should be neat, showing by its appearance that you care about written communication.

Grade 7 COMPOSITION Fall, 1978

Parkway School District

Instructions: Your unified studies class has been asked to prepare a booklet on "Prehistoric Culture" which will be used as a textbook by sixth grade students. You have been assigned to write one or more paragraphs entitled "The Three Most Important Inventions of Prehistoric Times." Unfortunately, you have only one class period to accomplish this task, and you must rely on the attached excerpt as your only source of information.

Study the attached reading, and then write your essay for the sixth grade booklet. Be sure to tell about three inventions and about why those three are the most important. Do not copy sentences exactly from the excerpt.

Try to begin your essay in an interesting way. Use your best handwriting. Punctuate, capitalize, and spell correctly. You will have time to do a rough draft, although it will not be collected. You may not ask for help from your teacher, but you are free to use the dictionary.

As long as people were dependent upon stone tools, they were limited in the kinds of work they could do. Stone tools and weapons broke easily. To make better tools, people needed a longer-lasting material that could be molded more easily into different sizes and shapes.

Toward the end of the New Stone Age, people in the Middle East found that they could use copper in an almost pure metallic state to make tools and weapons. At first, they hammered the copper to shape it. Later, they learned that they could melt it, pour the liquid metal into molds, and make tools and weapons of any desired size or shape.

Early metalworkers made another advance when they discovered that tin and copper melted together in the right amounts made a metal called bronze. Bronze was easier to shape, was harder, and gave a sharper cutting edge than copper alone. Because it was the chief metal for about 2,000 years, the period in which it was used is called the Bronze Age. This age began about 3000 B.C.

Along with metal tools came other inventions. One of these was the plow drawn by animals. At first, farmers had planted seeds in holes made with a digging stick. Then they had a simple hoe that they pulled through the earth with a rope. The next step was to harness animals, such as the ox, to an improved hoe that became a plow. This invention enabled farmers to cultivate large fields instead of small plots. Another aid to farming was the development of better ways to control and use water for crops. In places where there was little rainfall, farmers learned to irrigate, that is, to bring water to their fields by digging ditches to lakes and streams. They also learned to build dikes to protect their fields from floods.

One problem for early people was finding ways to transport heavy loads. Middle Stone Age people used a crude sled. Later, an ox was used to pull the sled. Someone may have learned that a sled could be pulled more easily if poles or logs were put under it so that it moved forward as the logs rolled along the ground. Many experiments were made before people invented the wheel.

Just as early people found easier ways to move heavy loads on land, they also found easier ways to carry these loads safely across water. One of the most important early inventions was the sailboat. Sailors discovered how to take advantage of the winds that always blew in the same direction, called prevailing winds. They also learned the shortest sea routes from one place to another.

Bronze Age people also learned to build a potter's wheel. This small, flat wheel was set on top of a vertical axle, called a spindle. The potter threw a lump of wet clay onto the wheel and then, while turning the wheel, shaped the clay with his or her hand. The potter's wheel made possible the production of a larger number of pots of a more uniform shape and size than before.

Possible Scores:

5 An outstanding paper

a. The essay contains a title, clear introduction, body and conclusion.
b. The student has succeeded in writing an interesting beginning for the article.
c. The student shows a firm sense of audience and purpose.
d. Vocabulary and sentence structure are sophisticated and varied.
e. There are one or two total mechanical errors in spelling, capitalization and punctuation.
f. The student has taken care to use legible handwriting and to present a clear, neat essay.

4 A highly competent paper

a. The essay contains a title, clear introduction, body and conclusion.
b. The student makes an attempt to arouse the reader's interest.
c. The student has avoided rambling narration, slang and "filler" words.
d. The paper contains no sentence fragments or run-on's.
e. There are three to six total mechanical errors in spelling, punctuation, and capitalization.
f. The student has taken care to use legible handwriting and to present a clear, neat essay.

3 A competent paper

a. The essay contains a title, clear introduction, body and conclusion.
b. The student has selected three facts, presented them as reasons, and related these facts to the assigned topic.
c. The student has avoided rambling narration, slang, and "filler" words.
d. The sentences may be simple ones, but they are clearly constructed and are, for the most part, correct. There may be one serious sentence error--fragment or run-on.
e. Errors in spelling, punctuation, and capitalization do not interfere with a reasonable smoothness of reading (probably seven to ten total mechanical errors).
f. The student has taken care to use legible handwriting and to present a clear, neat essay.

2 A somewhat competent paper

a. The essay makes no attempt to give the reader a clear introduction to the subject.
b. The essay makes no attempt to present facts and information as reasons; it might give fewer or more than three reasons; it might present sentences exactly as stated in the text; it might contain irrelevant material; it might show no understanding of purpose or audience.
c. The student has included rambling narration, slang, and "filler" words.
d. There are two or three serious sentence errors--fragments or run-on's.
e. There are twelve or more errors in punctuation, spelling, and capitalization.
f. The student makes minimal attempt at writing legibly and presenting a clear, neat essay.

1 An inadequate paper

a. The student had serious difficulty understanding the assignment.
b. The student may have written something almost completely irrelevant.
c. The student has included rambling narration, slang, and "filler" words.
d. There are many serious sentence errors--fragments or run-on's.
e. His writing skills may be too poor to enable him to communicate.
f. His handwriting is illegible.

APPENDIX B

What Do You Mean--Democracy? Cloze/Maze Historical Period: Federalist

Lesson: (1) 2 3

Skill: MAZE

Directions: In the following passage, select the one word that best completes the sentence.

The word "democracy" comes from the Greek word "demos" meaning common people. Democracy is government by 1.(one, a, the) people either directly or 2.(through, among, thought) their elected leaders. The 3.(American, United, south) States is also a 4.(how, nation, republic). In a republic, power 5.(are, is, runs) exercised by representatives elected 6.(by, for, which) the people. In a 7.(democrat, vote, republic), government is based on 8.(a, the, many) constitution.

The United States 9.(Declaration, Constitution, defense) sets forth how the 10.(alien, one, American) people are to be 11.(elected, represented, dictate) in Congress. Each state gets two 12.(senators, electors, voting) elected for six year 13.(fall, days, terms). Members of the House 14.(by, of, some) Representatives are elected for 15.(ten, two, not) year terms. The number 16.(some, each, big) state gets in the 17.(house, senate, three) depends on the state's 18.(population, governor, political).

As you can see, 19.(no, the, and) people consent to give 20.(to, him, up) some of their direct 21.(power, advise, phone) to people they elect. 22.(The, A, How) consent of the governed 23.(for, all, to) be governed by those 24.(them, they, not) elect is checked by 25.(a, one, the) constitution.

The constitution outlines exact 26.(buy, list, steps) legislators must follow to 27.(break, pass, care) laws. The chief executive, 27.(the, a, two) President, either signs or vetoes the 28. (bill, check, write). If he vetoes, the 29.(letter, powerful, bill) must be passed by 30.(three, two-thirds, good) of

each house. Then 31.(all, it, why) can become a law. 32.(Earlier, Later, We) if questions come up 33.(about, because, for) the law, the court 34.(judgment, lawyer, system) interprets its meaning. In 35.(no, some, suit) cases, the Supreme Court 36.(declares, eclairs, thinks) a law unconstitutional.

The 37.(three, two, free) branches of government--executive (President), 38.(legislative, executive, riot) (Congress), and judicial (courts)--check 39. (or,and, bank) balance each other's power. 40.(Why, What, Nor) do we mean by democracy? We mean informed citizens who elect officials they can trust. We mean government of, by, and for the people.

What Do You Mean--Democracy?

Historical Period: Federalist

Lesson: 1(2)3

Skill: CLOZE

Directions: In the following passage, select the one word that best completes the sentence.

The word "democracy" comes from the Greek word "demos" meaning common people. Democracy is government by 1._____ people either directly or 2._____ their elected leaders. The 3._____ States is also a 4._____. In a republic, power 5._____ exercised by representatives elected 6._____ the people. In a 7._____, government is based on 8._____ constitution.

The United States 9._____ sets forth how the 10._____ people are to be 11._____ in Congress. Each state gets two 12._____ elected for six year 13._____. Members of the House 14._____ Representatives are elected for 15._____ year terms. The number 16._____ state gets in the 17._____ depends on the state's 18._____.

As you can see, 19._____ people consent to give 20._____ some of their direct 21._____ to people they elect. 22._____ consent of the governed 23._____ be governed by those 24._____ elect is checked by 25._____ constitution.

The constitution outlines exact 26._____ legislators must follow to 27._____ laws. The chief executive, 27._____ President, either signs or vetoes the 28._____. If he vetoes, the 29._____ must be passed by 30._____ of each house. Then 31._____ can become a law. 32._____ if questions come up 33._____ the law, the court 34._____ interprets its meaning. In 35._____ cases, the Supreme Court 36._____ a law unconstitutional.

What Do You Mean--Democracy?

Historical Period: Federalist

Lesson: 1 (2) 3

Skill: CLOZE

The 37._____ branches of government--executive (President), 38._____ (Congress), and judicial (courts)--check 39_____ balance each other's power. 40._____ do we mean by democracy? We mean informed citizens who elect officials they can trust. We mean government of, by, and for the people.

What Do You Mean--Democracy?

Historical Period: Federalist

Lesson: 1 2 (3)

Skill: CLOZE

Directions: Fill in the blank spaces with one word that makes sense in context.

The word "democracy" comes from the Greek word "demos" meaning common people. Democracy means government by 1._____people, exercised either directly 2._____through their elected representatives. 3._____ the United States became 4._____independent nation, it called 5._____a republic. In a 6._____, the power of government 7._____not exercised by a 8._____. It is not exercised 9._____hereditary rulers. A republic 10._____based on a constitution 11._____government power is exercised 12._____the people by their 13._____representatives.

The United States 14._____sets forth exactly how 15._____ American people are to 16._____represented in the two 17._____ of Congress--the Senate 18._____the House of 19._____. Two Senators are elected 20._____each state to serve 21._____of six years. In 22._____way each state, regardless 23._____its population, has exactly 24._____same amount of representation. 25._____other house of Congress, 26._____House of Representatives, takes 27._____ into account. Each state 28._____have at least one 29._____ elected for a two 30._____term. The number of 31._____ increases according to the 32._____of the state. States 33._____ the largest populations have 34._____largest number of representatives.

35._____you can see, the 36._____have consented to give 37._____some of their own 38._____power to govern. The 39._____are willing to allow 40._____to be passed in 41._____

behalf by their elected 42._____. The consent of the 43._____ to be governed by 44._____representatives does not mean 45._____ there is no check 46._____the misuse of power 47._____ government officials.

The Constitution 48._____that the legislators in 49._____ Congress follow exact steps 50._____proposing laws. The bill 51._____ pass both houses of 52._____and be sent to 53._____chief executive of the 54._____, the President, for signature. 55._____ the President signs the 56._____, it becomes a law. 57._____he vetoes the bill, 58._____returns it to the 59._____that first proposed it. 60._____two-thirds of both 61._____still believe it is 62._____good bill, it becomes 63._____law without the President's 64._____.

If in the years 65._____follow, questions come up 66._____ the legality of the 67._____, the people are again 68._____. The courts are set 69._____to interpret the law. 70._____some cases, the Supreme 71._____, our highest court, declares 72._____law unconstitutional.

In these 73._____the three branches of 74._____check and balance each 75._____power. The legislative branch (Congress), 76._____executive branch (the President, Cabinet, and Department Heads), and 77._____judicial branch (the courts) each 78._____ the rule of law 79._____we must have in 80._____democracy.

Answer Key
What Do You Mean--Democracy?

Historical Period: Federalist

Lesson: (1) (2) 3

Skill: MAZE/CLOZE

1. the
2. through
3. United
4. republic
5. is
6. by
7. republic
8. a
9. Constitution
10. American
11. represented
12. senators
13. terms
14. of
15. two
16. each
17. house
18. population
19. the
20. up
21. power
22. The
23. to
24. they
25. the
26. steps
27. pass
28. the
29. bill
30. two-thirds
31. it
32. Later
33. about
34. system
35. some
36. declares
37. three
38. legislative
39. and
40. What

Answer Key
What Do You Mean--Democracy?

Historical Period: Federalist
Lesson: 1 2 (3)
Skill: CLOZE

1. the
2. or
3. When
4. an
5. itself
6. republic
7. is
8. monarch
9. by
10. is
11. and
12. for
13. elected
14. Constitution
15. the
16. be
17. houses
18. and
19. Representatives
20. from
21. terms
22. this
23. of
24. the
25. The
26. the
27. population
28. may
29. representative
30. year
31. representatives
32. population
33. having
34. the
35. As
36. people
37. up
38. direct
39. people
40. laws
41. their
42. representatives
43. governed
44. their
45. that
46. on
47. by
48. insures
49. the
50. in
51. must
52. Congress
53. the
54. nation
55. If
56. bill
57. If
58. he
59. house
60. If
61. houses
62. a
63. a
64. approval
65. that
66. about
67. law
68. protected
69. up
70. In
71. Court
72. a
73. ways
74. government
75. other's
76. the
77. the
78. protect
79. that
80. a
81. by
82. informed
83. trust
84. carry
85. government

What Do You Mean--Economics?

Historical Period: Ancient to Present

Lesson: (1) 2 3

Skill: MAZE

Directions: In the following passage, select the one word which best completes the sentence.

The word "economics" comes from a Greek word which meant "household management." In man's early days, 1.(they, he, kind) might live off the 2.(land, bank, they) by hunting or fishing 3.(from, ran, on) his own. He might 4.(take, rake, make) his own tools and 5.(food, feed, water) and clothe himself. If 6.(he, we, came) was on his own, 7.(they, off, he) was economically independent.

As 8.(far, soon, some) as people began to 9.(cling, find, live) together in groups, it 10.(were, was, am) noticed that some men 11.(are, can, were) better hunters, some were 12.(better, even, do) fishermen, and some made 13.(worse, finer, no) tools or weapons than 14.(him, all, others). If the persons who 15.(were, can, claim) best suited for each 16.(poor, specific, their) task took that job 17.(as, of, to) their specialty, the needs 18.(for, my, of) daily life might be 19.(more, less, about) easily met. At the 20.(later, same, about) time, this meant that 21.(no, two, each) person was no longer 22.(dependent, independent, leader). Members of the group 23.(had, have, going) become interdependent, that is, 24.(will, am, had) come to count on 25.(no, for, each) other's special contribution to 26.(the, four, and) whole group.

This was 27.(a, the, her) beginning of an economic 28.(system, book, end). An economic system is 29.(a, the, for) way a group of 30.(men, people, four), usually a country, manages 31.(a, use, the) resources available to provide 32.(for, from, buy) daily living. At one 33.(place, time, sun) the Greeks used a 34.(man, word, letter) like "economics" which meant 35.("a, "bold, "household) management." Today we use 36.(a, the, her) word "economics" to mean 37.(one, and, the) study of three questions:

1. 38.(How, What, Their) goods and services will 39.(the, their, England)

society produce?

2. How will 40.(these, their, small) goods and services be 41.(produced, played, ship)?
3. How will the goods 42.(or, and, her) services be distributed or 43.(took, provided, inland) for consumers?

What we 44.(need, have, for) and want are usually 45. (smaller, then, greater) than the resources available. It is easy to see that scarcity makes deciding the answers to the three questions important, but difficult, economic decisions.

What Do You Mean--Economics?

Historical Period: Ancient to Present

Lesson: 1 (2) 3

Skill: CLOZE

Directions: In the following passage, write the one word which best completes the sentence.

The word "economics" comes from a Greek word which meant "household management." In man's early days, 1._____ might live off the 2._____ by hunting or fishing 3._____ his own. He might 4._____ his own tools and 5._____ and clothe himself. If 6._____ was on his own, 7._____ was economically independent.

As 8._____ as people began to 9._____ together in groups, it 10._____ noticed that some men 11._____ better hunters, some were 12._____ fishermen, and some made 13._____ tools or weapons than 14._____. If the persons who 15._____ best suited for each 16._____ task took that job 17._____ their speciality, the needs 18._____ daily life might be 19._____ easily met. At the 20._____ time, this meant that 21._____ person was no longer 22._____. Members of the group 23._____ become interdependent, that is, 24._____ come to count on 25._____ other's special contribution to 26._____ whole group.

This was 27._____beginning of an economic 28._____. An economic system is 29._____ way a group of 30._____, usually a country, manages 31._____ resources available to provide 32._____ daily living. At one 33._____the Greeks used a 34._____ like "economics" which meant 35._____ management. Today we use 36._____ word "economics" to mean 37._____ study of three questions:

1. 38. _____ goods and services will 39._____ society produce?
2. How will 40._____ goods and services be 41 _____ ?

3. How will the goods 42. _____ services be distributed or 43._____ for consumers?

What we 44. _____ and want are usually 45. _____ than the resources available. It is easy to see that scarcity makes deciding the answers to the three questions important, but difficult, economic decisions.

What Do You Mean--Economics?

Historical Period: Ancient to Present

Lesson: 1 2 (3)

Skill: CLOZE

Directions: In the following passage, select the one word which best completes the sentence.

As you know, economics is a complex subject that requires much study. The word "economics" comes 1._____ a Greek word which 2._____ meant "household management." In 3._____ man's early days he 4._____ live off the land 5._____ hunting or fishing on 6._____ own--making his own 7._____ as well as feeding 8._____ clothing himself. As long as he 9._____ totally on his own 10._____ providing for his own 11._____, he was living as 12._____ economically independent individual.

As 13._____ as people began to 14._____ together in groups it 15._____ noticed that some men 16._____ better hunters, some were 17._____ fishermen, some made finer 18._____ or weapons than others 19._____, thus, if the persons 20._____ were best suited for 21._____ specific task took that 22._____ on as their specialty, 23._____ needs of daily life 24._____ be more easily met. 25._____ the same time, this 26._____ that each individual was 27._____ longer completely independent. Members 28._____ the group had become 29._____, that is, had come 30._____ depend on each other's 31._____ contribution to the whole 32._____.

This was the beginning 33._____ an economic system--the 34._____ a group of people, 35._____ a country, manages the 36._____ available to provide for 37._____ living. At one time, 38._____ Greeks used a word 39._____ "economics" which as they 40._____ it, meant "household management." 41._____, we use the word 42._____ to refer to the 43._____ of three important questions:

1. 44._____ goods and services 45._____ the society produce?
2. How 46._____ these goods and services 47._____ produced?
3. How will the 48._____ and services be distributed 49._____ provided for consumers?

Since our needs and wants are usually in excess of the resources available, it is easy to see that scarcity makes deciding the answers to the three questions important, but difficult, economic decisions.

What Do you Mean--Economics?

Historical Period: Ancient to Present

Lesson: ①②3

Skill: MAZE/CLOZE

1. he
2. land
3. on
4. make
5. feed
6. he
7. he
8. soon
9. live
10. was
11. were
12. better
13. finer
14. others
15. were
16. specific
17. as
18. of
19. more
20. same
21. each
22. independent
23. had
24. had
25. each
26. the
27. the
28. system
29. the
30. people
31. the
32. for
33. time
34. word
35. household
36. the
37. the
38. What
39. the
40. these
41. produced
42. and
43. provided
44. need
45. greater

APPENDIX C

Paragraph Building (Rhodesia)

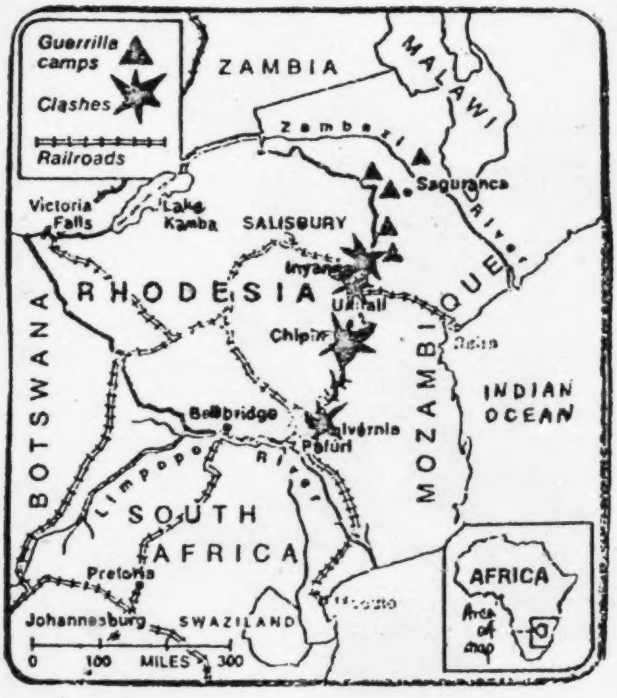
Rhodesia

Historical Period: Current Affairs

Lesson: (1) 2 3

Skills: Map-reading; Writing Sentences

Directions: Study the map below. Then write complete sentences to answer the questions.



1. What are the names of the countries which touch borders with Rhodesia?

_____

_____

_____

2. In what part of Africa is Rhodesia located?

_____

_____

_____

3. What city is probably the capital of Rhodesia? Explain why you chose that city over the others.

_____

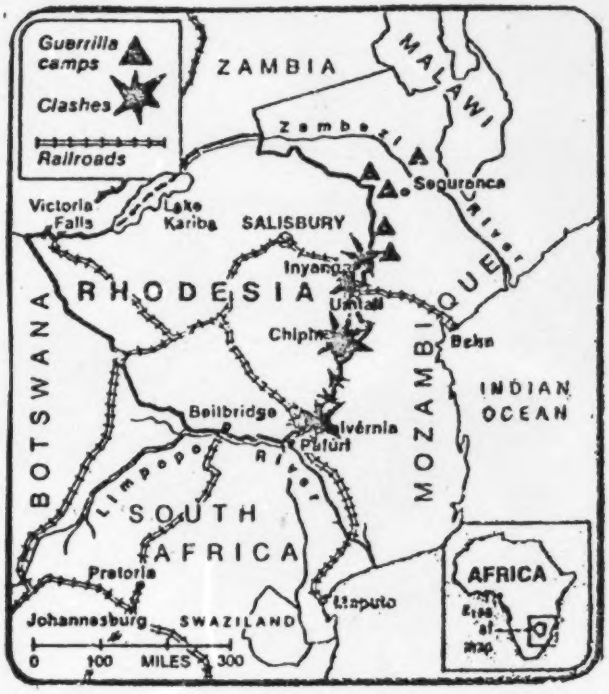
Rhodesia

Historical Period: Current Affairs

Lesson: 1 (2) 3

Skills: Map-reading; Writing a Descriptive Paragraph; Writing Argument

Directions: Study the map below. Then write a short paragraph which tells exactly where the country of Rhodesia is located.



More Directions:

As you are studying this map, your friend says that Chipinga is the capital of Rhodesia. You say that the capital is Salisbury. In complete sentences give two reasons which will show your friend that your answer is better.

_____

_____

_____

_____

_____

Therefore, I conclude that Salisbury is probably the capital of Rhodesia.

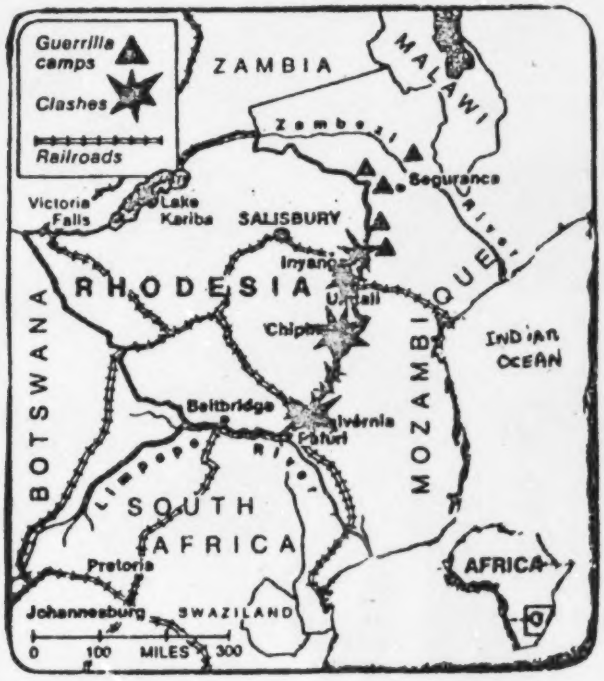
Rhodesia

Historical Period: Current Affairs

Lesson: 1 2 (3)

Skills: Map-reading; Writing a Paragraph of Explanation

Directions: Study the map below. Then, using only the information which you are given on the map, write a paragraph which begins with the following sentence: "In order for Rhodesia to trade with most other countries, she needs peaceful relationships with her immediate neighbors."



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